CMT/CAPT TESTING ACCOMMODATIONS

2011-2012

Who is eligible for accommodations?

- Students with Disabilities (SWD) with an active IEP
- 504 plan
- Limited English Proficient (LEP)

STUDENT PARTICIPATION IN ASSESSMENTS

The participation of students with disabilities in assessments is required by the following federal and state laws:

- reauthorization of the Elementary and Secondary Education Act (ESEA)
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- State Laws

Accommodations Defined

- *Accommodations* are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for all eligible students.

- *Accommodations* reduce or eliminate the effects of a student's disability and do not reduce learning expectations.

ACCOMMODATIONS vs. MODIFICATIONS

MODIFICATIONS-

- practices that change, lower, or reduce learning expectations

- may change the underlying construct of an assessment

ACCOMMODATIONS vs. MODIFICATIONS

	ACC	MOD
1. requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),		
2. allowing student to dictate their written response to a computer that will type out what is said.		
3. uses a talking calculator to figure out math problem		
4. reducing assignments and assessments so a student only needs to complete the easiest problems or items,		
5. revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four),		
6. giving a student hints or clues to correct responses on assignments and tests.		
7. using a magnifying sheet to read assessment items.		

ACCOMMODATIONS vs. MODIFICATIONS

	ACC	MOD
1. requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),		✓
2. allowing student to dictate their written response to a computer that will type out what is said.	✓	
3. uses a talking calculator to figure out math problem	✓	
4. reducing assignments and assessments so a student only needs to complete the easiest problems or items,		✓
5. revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four),		✓
6. giving a student hints or clues to correct responses on assignments and tests.		✓
7. using a magnifying sheet to read assessment items.	✓	

Step 1

Expect all students to achieve grade level academic content standards

3 CONDITIONS FOR HIGH EXPECTATIONS

1. Qualified teachers

2. Appropriate IEPs or 504 plans

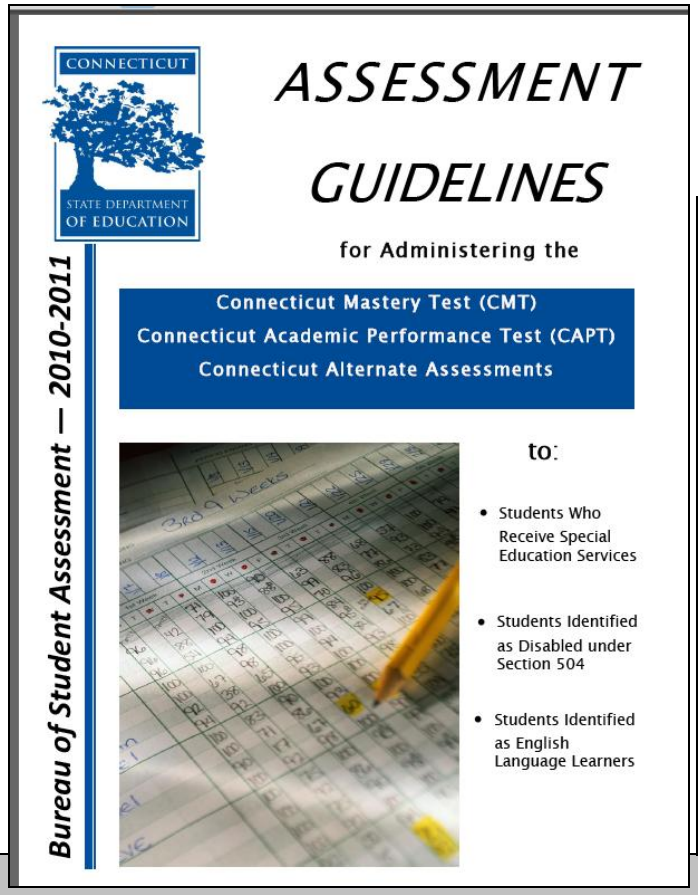
3. Accommodations

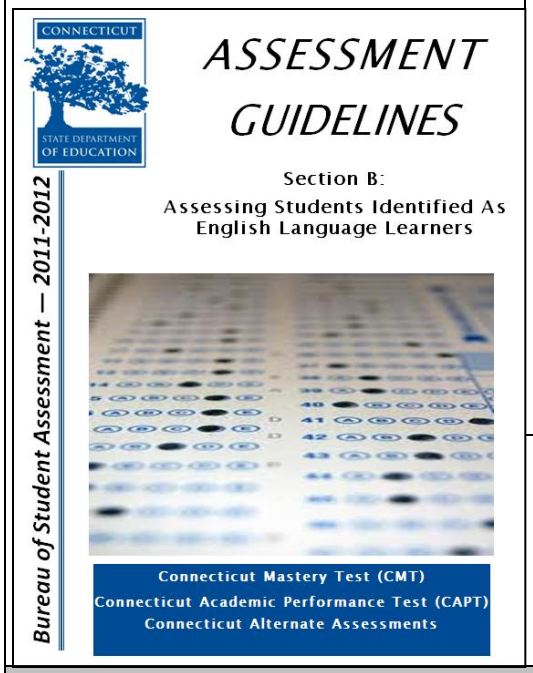
EQUAL ACCESS TO GRADE LEVEL CONTENT

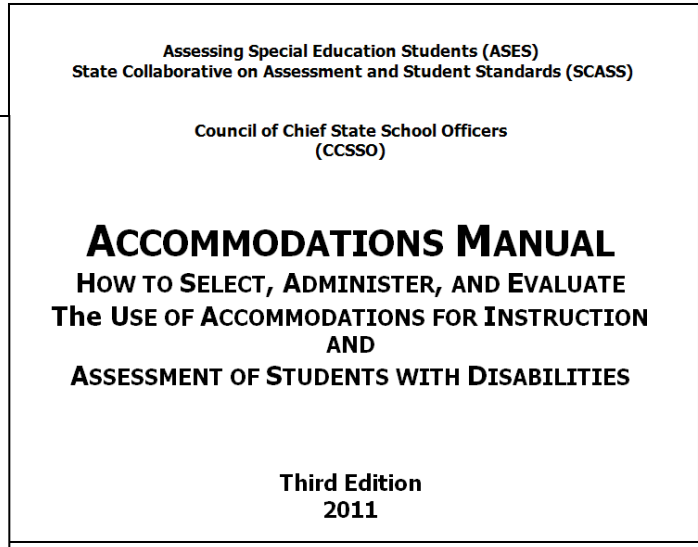
- Remember that equal access to grade level content is the goal
- Every IEP team member must be familiar with state and district content standards and where to locate standards and updates
- Collaboration between general and special educators is a key component for student success

Step 2

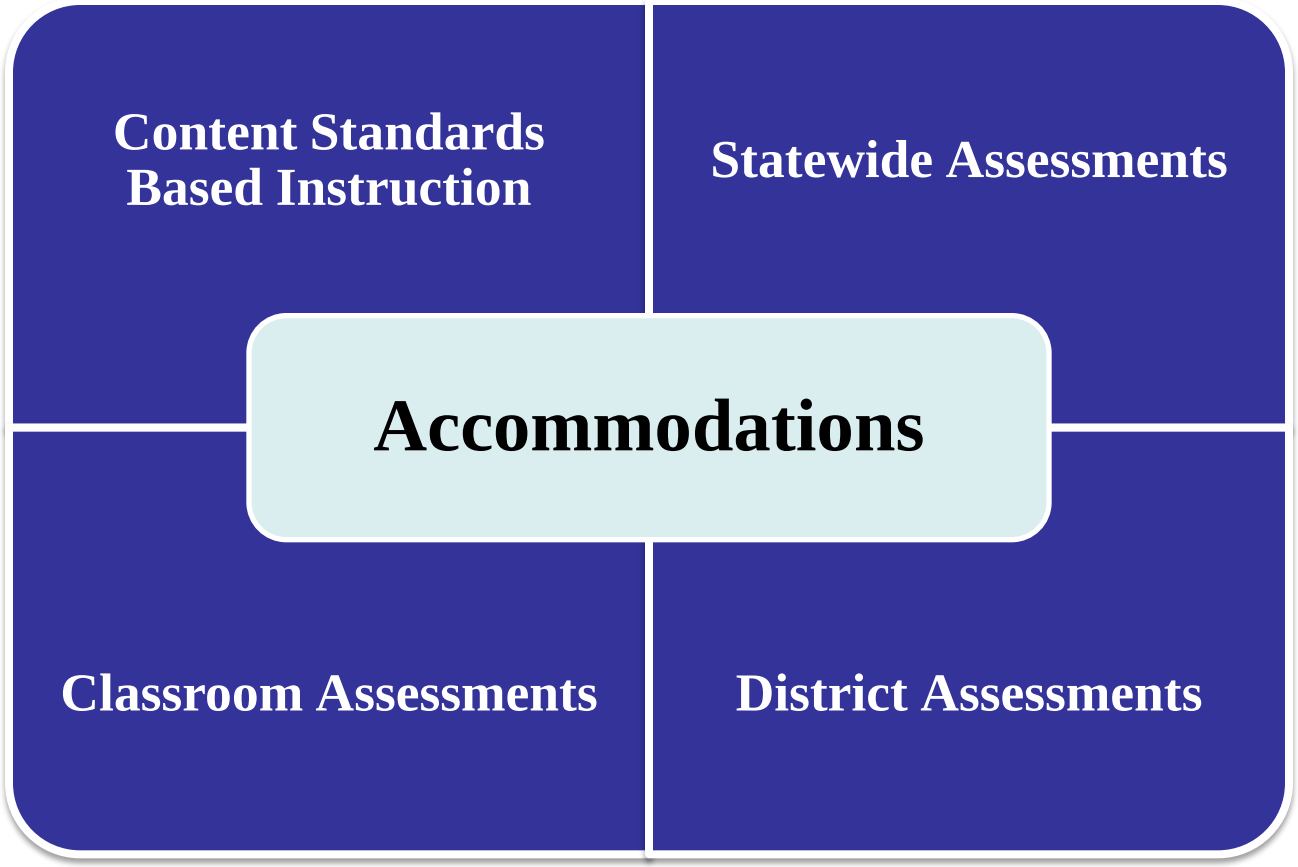
Learn about accommodations for instruction and assessment



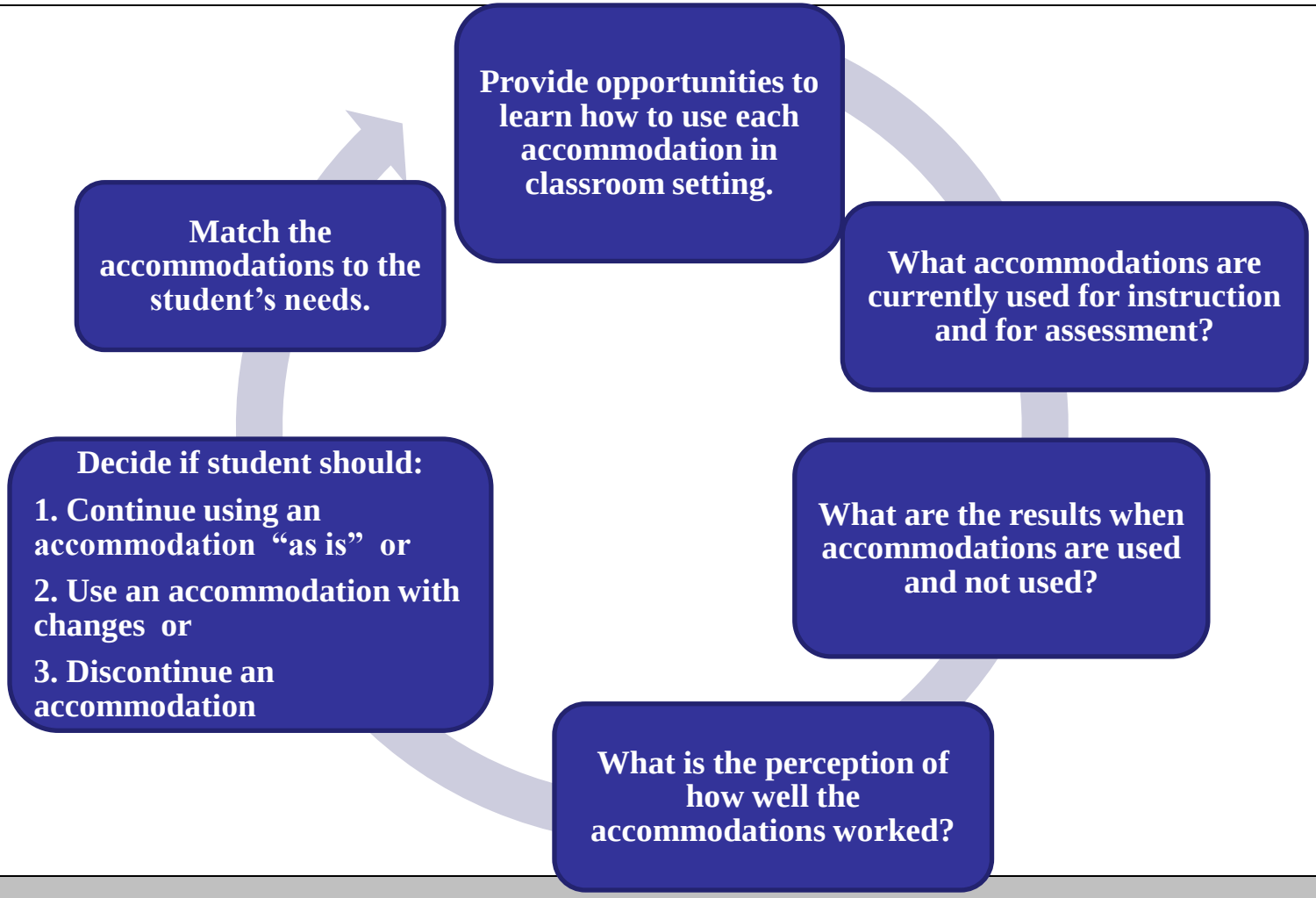




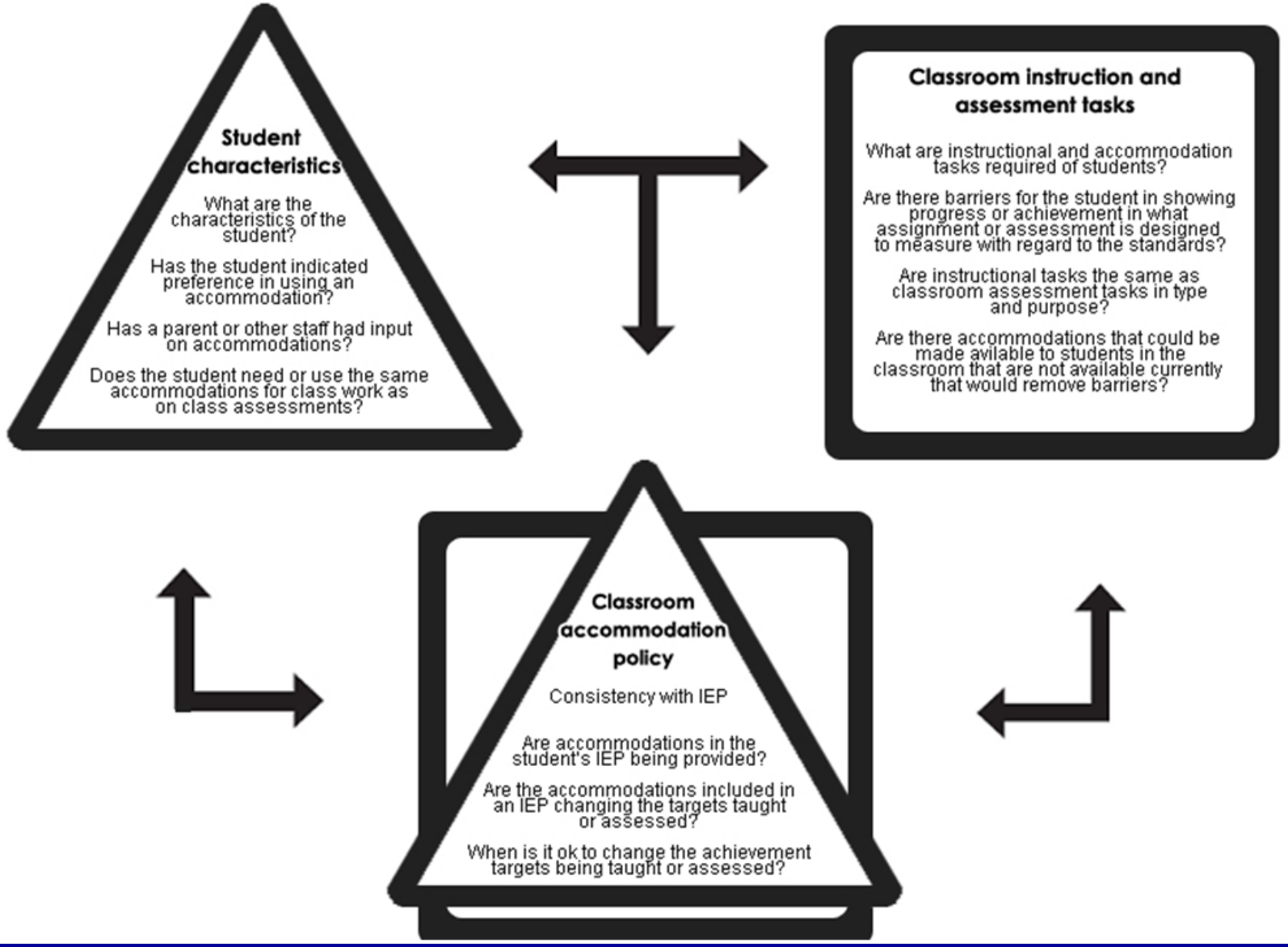
ACCOMMODATIONS APPLICATIONS



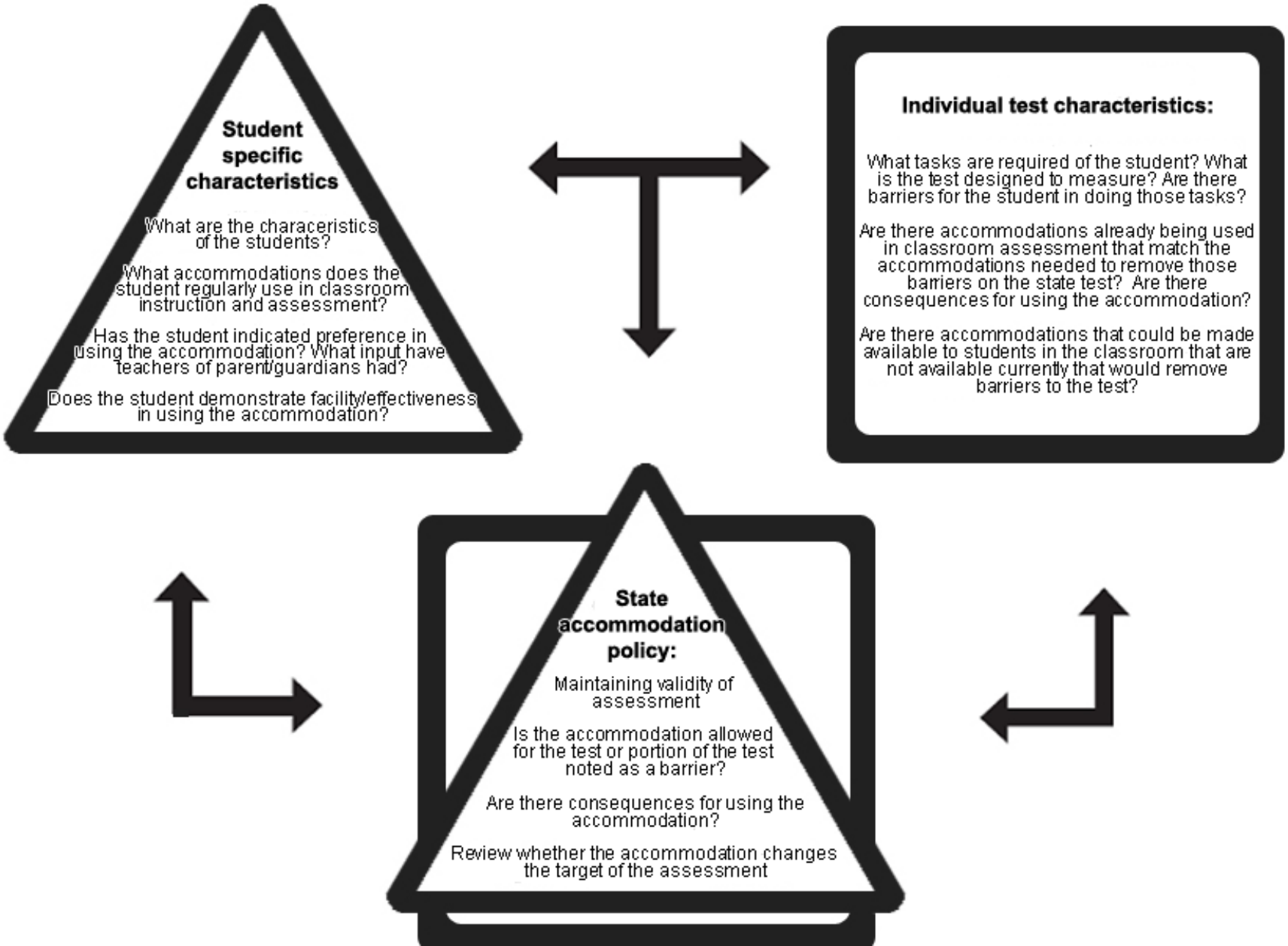
Accommodations Cycle



Considerations When Making Decision for Instructional Accommodations



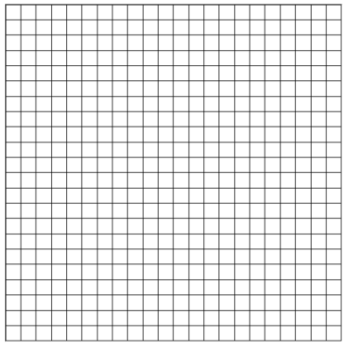
Considerations When Making Decisions Regarding Accommodations for ASSESSMENT



Allowable Supports

- Highlighter

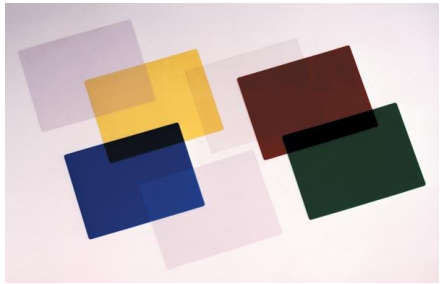
- Graph Paper



- Reading Guide Strip

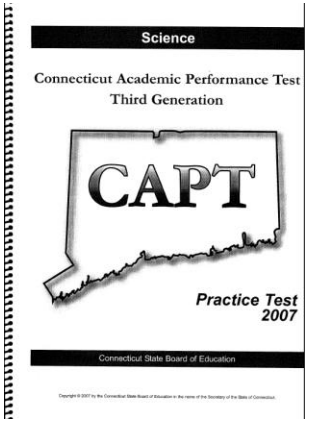
- Magnification Sheet

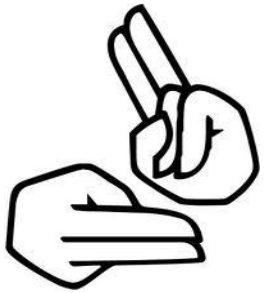
- Color- Overlay

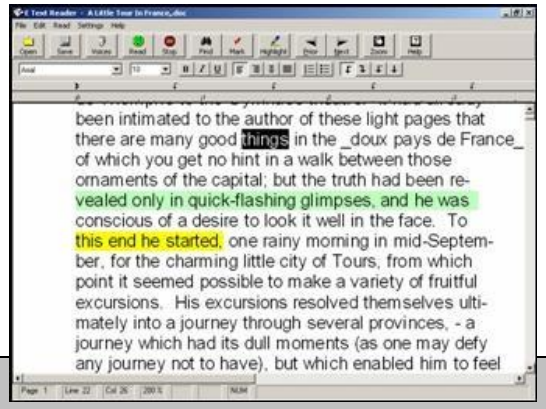


ACCOMMODATIONS CATEGORIES

Presentation Accommodations





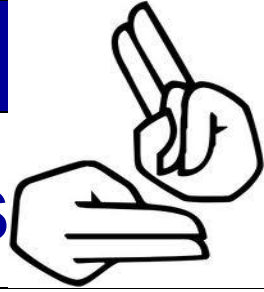


Presentation Accommodations

a. <u>Braille, Large Print and Closed-circuit TV</u>

- available for students who are blind or visually impaired.
- ordered by completing the CMT/ CAPT Accommodations Form on the CAPT/CMT Accommodations Data Collection Web site before testing
- (MIST) Application allows for magnification on a computer screen.

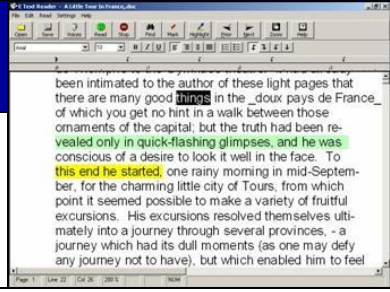
Presentation Accommodations



b. Sign Language For Test Items (Including Directions) by Qualified Staff

- administered individually.
- Sign language for Test Items (Including Direction) by Qualified Staff **does not include the passages or questions in the reading tests.**
- a sign language interpreter may assist in test administration by giving directions and clarifying information as allowed in the CMT/CAPT or CMT/CAPT MAS Test Examiner's Manual.

Presentation Accommodations



c. <u>Text Read for Test Items (Including Directions) on MIST Application</u>

- provided as an online text reader on MIST

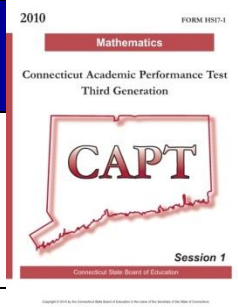
- test items/answer choices are read to student this also includes direction

- Students will need headphone

TEXT READER FOR TEST ITEMS on MIST APPLICATION Accommodation
CMT/CAPT Census & MAS

TEST	CMT	CMT MAS	CAPT	CAPT MAS
	Test Items Read		Test Items Read	
Mathematics (MA)	Yes	Yes	Yes	Yes
Degrees of Reading Power® (DRP®)				
Reading Comprehension (RC)				
Response to Literature (RL)				
Reading for Information (RI				
Direct Assessment of Writing (DAW)				
Interdisciplinary Writing (IW)			Yes	
Editing & Revising (ER)	Yes		Yes	
Science (SC)	Yes		Yes	
Supplemental				

Presentation Accommodations

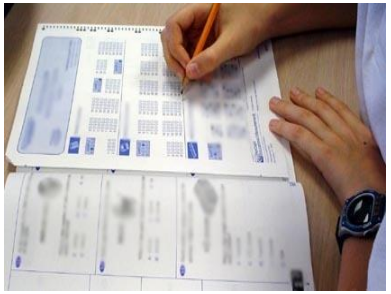


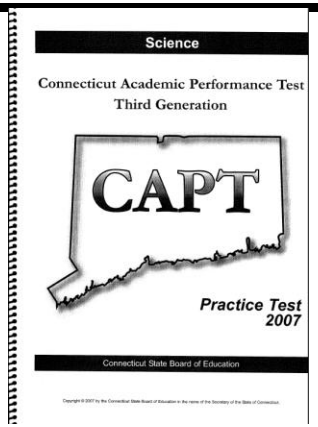
c. Reader for Test Items (Including Directions) by Certified Staff ONLY

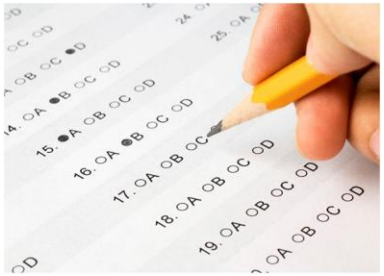
- **ONLY** for students unable to use the Text Reader function on the MIST application or whose disability precludes them from being assessed using the MIST application
- test items/answer choices are individually read to student including direction by a certified staff person in a separate setting

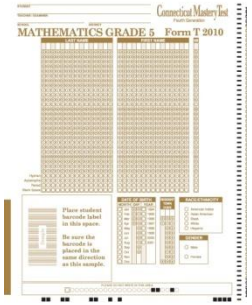
ACCOMMODATIONS CATEGORIES

Response Accommodations

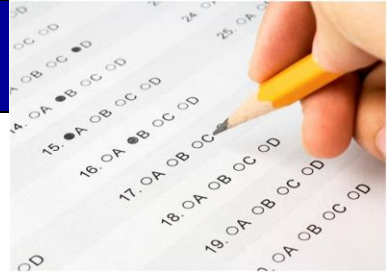








Response Accommodations



a. Circle Answers in Test Booklet (Multiple-choice Items Only)

- circle multiple-choice answers in their test booklet avoiding making marks in the bubble area on CMT test booklets.

- test examiner fills in bubbles in the student's test/answer booklet after the student completes the test

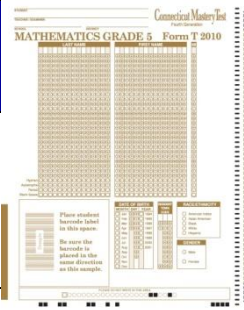
Response Accommodations

b. Braille Responses

- blind students record their responses using Braille

- teachers must completely transcribe the Braille responses including all multiple-choice and grid-in responses into written English into the student's regular test booklet prior to submitting the documents.

Response Accommodations



c. Large Print Responses

- respond to multiple choice and grid-in items in large print test booklet.

  Teacher **must** transcribe all multiple-choice and grid-in responses into the student's regular test booklet.

- may respond to open-ended items in their large print test booklet. Teacher must **NOT** transcribe from large print booklet to regular test booklet

- may not dictate their responses to open-ended or extended response items

Response Accommodations

d. Computer Response on MIST Application

- may use a word processor (without using spell check or grammar check capabilities) to complete open-ended or extended response items

- provided through the MIST Application except for CAPT mathematics

- for word processor for **CAPT Mathematics**, refer to the CAPT District Test Coordinator's Manual or the CAPT Test Examiner's Manual for information about the proper format and return of word processor responses.

COMPUTER RESPONSE ACCOMMODATION - Provided on MIST Application

TEST	CMT	CMT MAS	CAPT	CAPT MAS
Mathematics (MA)	Yes	Yes	No*	Yes
Degree of Reading Power® (DRP®)	Yes	Yes		
Reading Comprehension (RC)	Yes	Yes		
Response to Literature (RL)			Yes	Yes
Reading for Information (RI)			Yes	Yes
Editing & Revising (ER)	Yes		Yes	
Direct Assessment of Writing (DAW)	Yes			
Interdisciplinary Writing (IW)			Yes	
Science (SC)	Yes		Yes	
Supplemental	No*		No*	

*Student will use word processor software on their computer without spell and grammar check, see DTC manual for details

Response Accommodations

e. **Bubblers (for Test Booklet Only)**

- **bubble** student verbal or nonverbal (pointing, gesturing) responses during testing to **multiple-choice and grid-in items *only*.**
- must be administered in an alternate test setting.
- **Students may not dictate their responses to open-ended or extended response items.**

BUBBLER ACCOMMODATION* Test booklet only	CMT	CAPT
Multiple-choice/grid-in items	Yes	Yes
Open-ended/Extended response	No	No

Response Accommodations

f. Voice-recognition Software, Dragon Dictate or Others

- voice-recognition software for multiple choices, open-ended items and for extended responses

- students with disabilities who use voice recognition software for classroom activities and assessments may use voice recognition software on the Connecticut statewide assessments

- student **MUST** have voice-recognition software installed on their computer to use their voice-recognition software while on MIST.

Response Accommodations

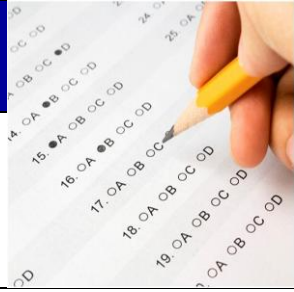
g. Sign Language Response to Multiple-Choice or Grid In Items

- deaf or hard of hearing students, who require a sign language interpreter for purposes of test administration

- may sign their responses to **multiple-choice and grid-in items only**. School personnel may **bubble** student signed responses **to multiple-choice or grid-in items only.** may **not** sign answers to open-ended or extended response items

- must be administered in an alternate setting.

Response Accommodations



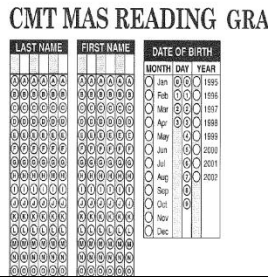
h. Respond in Test Booklet for MAS

- CMT /CAPT MAS reading and mathematics tests are completed on MIST

- due to characteristics of a student's disability, may not be capable of accessing the test on a computer

- test booklet for MAS Reading and/or Mathematics to administer, respond and submit

Response Accommodations



i. **<u>Request a MAS Test Booklet for reference ONLY. Responses on MIST Application</u>**

•request a test booklet for MAS Reading and/or Mathematics for reference while responding on the MIST application online.

•test booklet is **<u>not</u>** submitted for scoring it is critical that student transfer any responses on MIST

OTHER ACCOMMODATIONS CATEGORIES

Other Accommodations

a. Time extensions

- time may be extended for as long as necessary provided the student does not suffer from fatigue and the test session is **not** carried over to another day
- benchmark for time extensions is one and a half times the standard testing period for a specific subtest
- **must be tested separately** from those students tested under standard time limits
- acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings in one day
- it is permissible to test at a time that is most beneficial to the student

Other Accommodations

b. <u>Talking Calculators/Abacus (Only for Students who are Blind or Visually Impaired)</u>

- blind or visually impaired may use talking calculators or an abacus
- subtests where computation skills are being assessed, calculators **may not be used**, even as an accommodation.
- these students must be tested separately from other students unless they use a talking calculator with headphone
- use of personal cell phones, digital assistants (PDAs), such as the Palm Pilot, is not permitted.

Other Accommodations

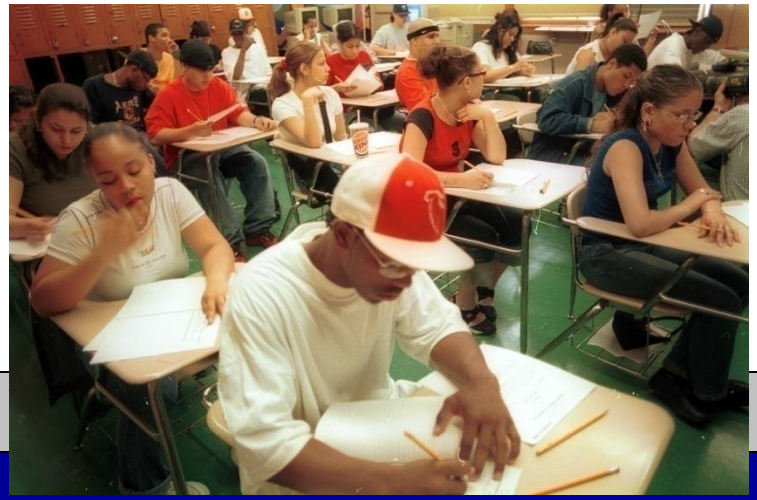
c. <u>Adaptive furniture/lighting/amplification</u>

- adaptive or special furniture *(e.g., special tables, corner chairs, slant boards, etc.).*
- some communication devices may alter the presentation or response mode of the test.
- call the Student Assessment Office at (860) 713-6855 or (860) 713-6837.
- special lighting, amplification or noise-buffering devices

Step 3

Select accommodations for

instruction



assessment

Accommodations Available for Statewide Assessment:

- All assessment including supplemental
- Must be in IEP, 504 plan or ELL Annual review
- Made available for CSDE to review.

Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observations, including CMT and CAPT results and student samples).

Parent and Student input and concerns	

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Academic/Cognitive Language Arts: ☐ Age Appropriate			
Academic/Cognitive: Math: ☐ Age Appropriate			
Other Academic/ Nonacademic Areas: ☐ Age Appropriate			

Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name mm/dd/yyyy mm/dd/yyyy

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child: – To advance appropriately toward attaining his/her annual goals; – To be involved in and make progress in the general education curriculum; – To participate in extracurricular and other non-academic activities, and – To be educated and participate with other children with and without disabilities. Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials/Books/Equipment: _____	
Tests/Quizzes/Assessments: _____	
Grading: _____	
Organization: _____	
Environment: _____	
Behavioral Interventions and Support: _____	
Instructional Strategies: _____	
Other: _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Postsecondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other: (specify)

Enter Dates for Evaluating and Reporting Progress In Boxes Below

1	2	3	4
5	6	7	8

☐ Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)

Measurable Annual Goal* (Linked to Present Levels of Performance) # _____

_____

_____

_____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1 _____

_____

_____

_____

_____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #2 _____

_____

_____

_____

_____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #3 _____

_____

_____

_____

_____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures		Performance Criteria	
1. Criterion-Referenced/Curriculum Based Assessment	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre and Post Standardized Assessment	8. CMT/CAPT	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre and Post Base Line Data	9. Work Samples, Job Performance or Products	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Achievement of Objectives *(Note: use with goal only)*	D. Passing Grades/Score	I. Other: (specify) _____
5. Student Self-assessment/Rubric	11. Other (specify) _____	E. Frequency/Trials	J. Other: (specify) _____
6. Project/Experiment/Portfolio	12. Other (specify)		

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)
M = Mastered S = Satisfactory Progress – Likely to achieve goal
U=Unsatisfactory Progress – Unlikely to achieve goal N = No Progress – Will not achieve goal NI = Not Introduced O = Other: (specify)

*Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability.

Page ____ of ____ Goal Pages

Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS:

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

☐ NA ☐ A behavioral intervention plan has been developed ☐ IEP Goals and Objectives have been developed to address the behavior ☐ Other (specify) _____

2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
☐ NA ☐ Recommendation: (specify) _____

3. For students who are blind or visually impaired: ☐ NA ☐ Instruction in braille or the use of braille is being provided, as required ☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For students who are deaf or hard of hearing, the PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the following services are required: ☐ NA ☐ No services required
☐ Services/modifications required: (specify) _____

PROGRESS REPORTING

1. A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:

☐ Quarterly ☐ Consistent with grade level report cards ☐ Other: (Specify) _____

EXIT CRITERIA

1. Exit Criteria: Student will be exited from Special Education upon: (Check One) ☐ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other: (specify) _____

Connecticut SDE

Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name mm/dd/yyyy mm/dd/yyyy

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								

*Instructional Site: 1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:

Description of participation in General Education

Note: Each item #1-13 must include a response

1. Assistive Technology: ☐ Not Required ☐ Required: See Pg. 8
2. Applied (Voc.) Ed: ☐ Regular ☐ Special (specify) _____ ☐ N/A
3. Physical Education: ☐ Regular ☐ Special (specify) _____ ☐ N/A
4. Transportation: ☐ Regular ☐ Special (specify) _____ ☐ N/A
5. Length of School Day: (Specify) _____
6. Number of Days/Week: (Specify) _____
7. Length of School Year: (Specify) _____

8. Total School Hours/Week: (Specify)

9. Special Education Hours/Week: (Specify)

10. Hours per week the student will spend with children/students who do not have disabilities (time with non-disabled peers):

11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? ☐ Yes ☐ No

12. Extended School Year Services: ☐ Not Required ☐ Required: See service delivery grid above or an Additional page 11 for services to be provided ☐ Required: Continue to implement current IEP

13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities: _____

☐ Not Applicable: Student will participate fully

b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment. ☐ Not applicable: Student will participate fully

☐ The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation – use additional pages if necessary)

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the Individuals with Disabilities Education Act.

Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

STATE AND DISTRICT TESTING AND ACCOMMODATIONS

The CMT/CAPT section and DISTRICTWIDE ASSESSMENTS section must be completed.

CMT/CAPT

Check the grade the student will be in when the test is given.

- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 10
- ☐ Grade 10 (Retest)
- ☐ Grade 11
- ☐ Grade 12
- ☐ Grades PK-2, 9 or 11-12; testing not required

DISTRICTWIDE ASSESSMENTS

Check the grade(s) the student will be in when the tests are given.

- ☐ Grade Pre-K
- ☐ Grade K
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

CMT/CAPT

(You must select ONE of Assessment Options 1, 2, and 3 unless the student is in grades PK-2, 9 or 11-12 and testing is not required. Select any appropriate Administration Options.)

Assessment Options:

- ☐ 1. Standard CMT/CAPT for all tests
- ☐ 2. CMT/CAPT Modified Assessment System (MAS)* for:
  - ☐ math tests only ☐ reading tests only ☐ math and reading tests
  - (This option includes the Standard CMT/CAPT for all tests not specified above.)
- ☐ 3. CMT/CAPT Skills Checklist

Administration Options: (Check N/A for both options if student is assessed with Skills Checklist.)

- ☐ Yes ☐ No ☐ N/A Accommodations will be provided.**
  The completed CMT or CAPT Test Accommodations Form is attached.
- ☐ Yes ☐ No ☐ N/A ELL exemption from reading and writing tests will be given.
  NOTE: This exemption applies only to a student who has attended school in the U.S. for less than 12 months AND has limited English proficiency. The student must have taken an English language assessment (the LAS Links). This exemption is available for only ONE administration of the CMT or CAPT; the student may not be exempted from testing in subsequent years. Exempted students are not required to take the reading and writing tests, but must take all other CMT or CAPT tests. For further information, see the guidelines at http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320820.

* The CMT/CAPT (MAS) Eligibility Worksheet and FAQs document should be used for guidance on eligibility. Provide a completed copy of the worksheet to the district test coordinator for required registration of students assessed with the CMT/CAPT (MAS) on the CSDE CMT/CAPT Accommodations Data Collection website. A PPT decision to assess the student using the CMT (MAS) or CAPT (MAS) must be recorded on IEP page 3, Prior Written Notice.

** If accommodations are given, complete the CMT or CAPT Test Accommodations Form and attach to this IEP. Provide a copy of the form to the district test coordinator for required registration on the CSDE CMT/CAPT Accommodations Data Collection website.

DISTRICTWIDE ASSESSMENTS

(Select all appropriate options.)

- ☐ N/A - No districtwide assessments are scheduled during the term of this IEP.
- ☐ Standard Assessment(s)
- ☐ Alternate Assessment(s)

  Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.

_____

_____

_____

_____

_____

Select one of the following options:

- ☐ No accommodations will be provided, *OR*
- ☐ Accommodations will be provided as specified on Page 8, *OR*
- ☐ Accommodations will be provided as specified below.

_____

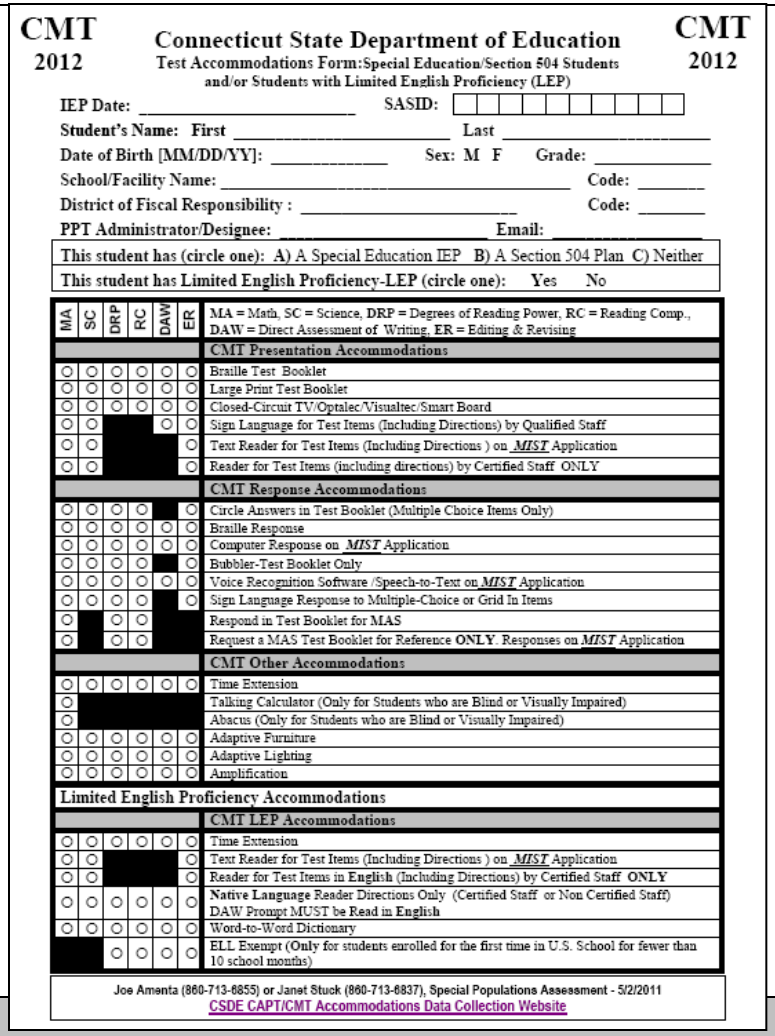
_____

_____

_____

_____

CMT/CAPT Accommodation Forms



CMT 2012

Connecticut State Department of Education

Test Accommodations Form: Special Education/Section 504 Students and/or Students with Limited English Proficiency (LEP)

CMT 2012

IEP Date: _____ SASID: _____

Student's Name: First _____ Last _____

Date of Birth [MM/DD/YY]: _____ Sex: M F Grade: _____

School/Facility Name: _____ Code: _____

District of Fiscal Responsibility : _____ Code: _____

PPT Administrator/Designee: _____ Email: _____

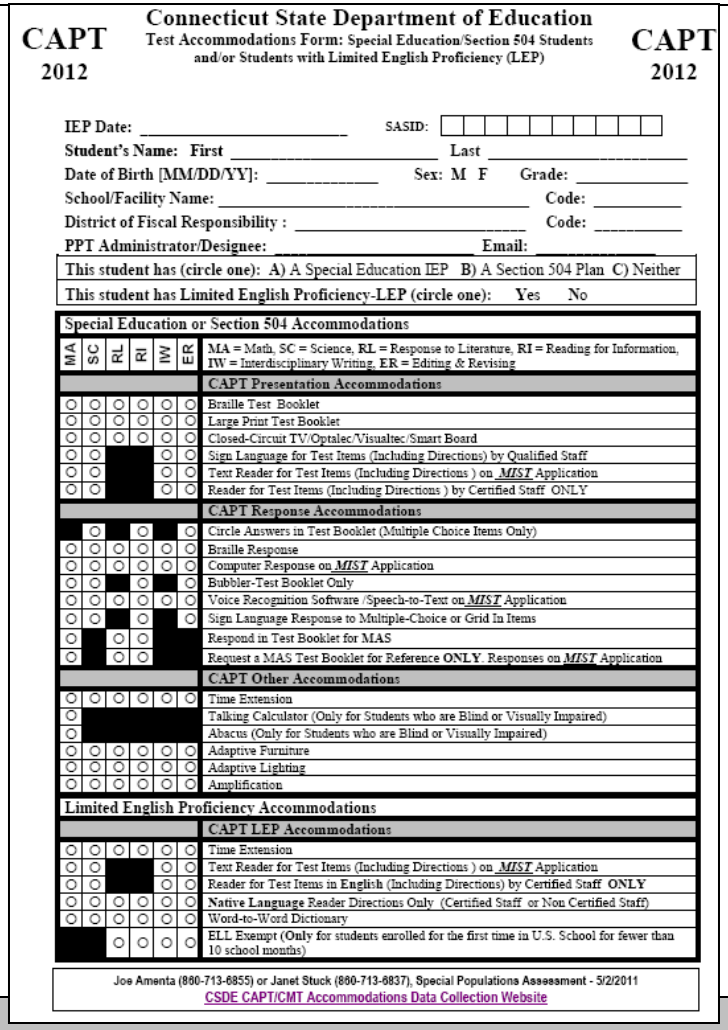
This student has (circle one): A) A Special Education IEP B) A Section 504 Plan C) Neither

This student has Limited English Proficiency-LEP (circle one): Yes No

MA	SC	DRP	RC	DAW	ER	MA = Math, SC = Science, DRP = Degrees of Reading Power, RC = Reading Comp., DAW = Direct Assessment of Writing, ER = Editing & Revising
						CMT Presentation Accommodations
○	○	○	○	○	○	Braille Test Booklet
○	○	○	○	○	○	Large Print Test Booklet
○	○	○	○	○	○	Closed-Circuit TV/Optalec/Visualtec/Smart Board
○	○			○	○	Sign Language for Test Items (Including Directions) by Qualified Staff
○	○				○	Text Reader for Test Items (Including Directions) on *MIST* Application
○	○				○	Reader for Test Items (including directions) by Certified Staff ONLY
						CMT Response Accommodations
○	○	○	○		○	Circle Answers in Test Booklet (Multiple Choice Items Only)
○	○	○	○	○	○	Braille Response
○	○	○	○	○	○	Computer Response on *MIST* Application
○	○	○	○		○	Bubbler-Test Booklet Only
○	○	○	○	○	○	Voice Recognition Software /Speech-to-Text on *MIST* Application
○	○	○	○		○	Sign Language Response to Multiple-Choice or Grid In Items
○		○	○			Respond in Test Booklet for MAS
○		○	○			Request a MAS Test Booklet for Reference **ONLY**. Responses on *MIST* Application
						CMT Other Accommodations
○	○	○	○	○	○	Time Extension
○						Talking Calculator (Only for Students who are Blind or Visually Impaired)
○						Abacus (Only for Students who are Blind or Visually Impaired)
○	○	○	○	○	○	Adaptive Furniture
○	○	○	○	○	○	Adaptive Lighting
○	○	○	○	○	○	Amplification
Limited English Proficiency Accommodations						
						CMT LEP Accommodations
○	○	○	○	○	○	Time Extension
○	○				○	Text Reader for Test Items (Including Directions) on *MIST* Application
○	○				○	Reader for Test Items in **English** (Including Directions) by Certified Staff **ONLY**
○	○	○	○	○	○	**Native Language** Reader Directions Only (Certified Staff or Non Certified Staff) DAW Prompt MUST be Read in **English**
○	○	○	○	○	○	Word-to-Word Dictionary
		○	○	○	○	ELL Exempt (**Only** for students enrolled for the first time in U.S. School for fewer than 10 school months)

Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment - 5/2/2011

CSDE CAPT/CMT Accommodations Data Collection Website



CAPT 2012

Connecticut State Department of Education

Test Accommodations Form: Special Education/Section 504 Students and/or Students with Limited English Proficiency (LEP)

CAPT 2012

IEP Date: _____ SASID: _____

Student's Name: First _____ Last _____

Date of Birth [MM/DD/YY]: _____ Sex: M F Grade: _____

School/Facility Name: _____ Code: _____

District of Fiscal Responsibility : _____ Code: _____

PPT Administrator/Designee: _____ Email: _____

This student has (circle one): A) A Special Education IEP B) A Section 504 Plan C) Neither

This student has Limited English Proficiency-LEP (circle one): Yes No

Special Education or Section 504 Accommodations

MA	SC	RL	RI	IW	ER	MA = Math, SC = Science, RL = Response to Literature, RI = Reading for Information, IW = Interdisciplinary Writing, ER = Editing & Revising
						CAPT Presentation Accommodations
○	○	○	○	○	○	Braille Test Booklet
○	○	○	○	○	○	Large Print Test Booklet
○	○	○	○	○	○	Closed-Circuit TV/Optalec/Visualtec/Smart Board
○	○			○	○	Sign Language for Test Items (Including Directions) by Qualified Staff
○	○			○	○	Text Reader for Test Items (Including Directions) on *MIST* Application
○	○			○	○	Reader for Test Items (Including Directions) by Certified Staff ONLY
						CAPT Response Accommodations
	○		○		○	Circle Answers in Test Booklet (Multiple Choice Items Only)
○	○	○	○	○	○	Braille Response
○	○	○	○	○	○	Computer Response on *MIST* Application
○	○		○		○	Bubbler-Test Booklet Only
○	○	○	○	○	○	Voice Recognition Software /Speech-to-Text on *MIST* Application
○	○		○		○	Sign Language Response to Multiple-Choice or Grid In Items
○		○	○			Respond in Test Booklet for MAS
○		○	○			Request a MAS Test Booklet for Reference **ONLY**. Responses on *MIST* Application
						CAPT Other Accommodations
○	○	○	○	○	○	Time Extension
○						Talking Calculator (Only for Students who are Blind or Visually Impaired)
○						Abacus (Only for Students who are Blind or Visually Impaired)
○	○	○	○	○	○	Adaptive Furniture
○	○	○	○	○	○	Adaptive Lighting
○	○	○	○	○	○	Amplification
Limited English Proficiency Accommodations						
						CAPT LEP Accommodations
○	○	○	○	○	○	Time Extension
○	○			○	○	Text Reader for Test Items (Including Directions) on *MIST* Application
○	○			○	○	Reader for Test Items in **English** (Including Directions) by Certified Staff **ONLY**
○	○	○	○	○	○	**Native Language** Reader Directions Only (Certified Staff or Non Certified Staff)
○	○	○	○	○	○	Word-to-Word Dictionary
		○	○	○	○	ELL Exempt (**Only** for students enrolled for the first time in U.S. School for fewer than 10 school months)

Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment - 5/2/2011

CSDE CAPT/CMT Accommodations Data Collection Website

CMT & CAPT Accommodations Quick Guide

This is **not** a comprehensive description of CSDE Test Accommodations. Please refer to the Assessment Guidelines available on the Student Assessment Website.

CMT/CAPT Presentation Accommodations

Braille Test Booklet
- Contracted Braille version of test booklet in all standard and MAS content areas.

Large Print Test Booklet
- In all standard and MAS content areas. Student responses to multiple choice/grid in items **ONLY** must be transcribed into the student's corresponding regular, scannable test booklet.

Closed-Circuit TV/Optalec/Visualtec/Smart Board
- Closed-Circuit TV/Optalec/Visualtec requires a test booklet. SmartBoard can be used with the MIST application.

Sign Language for Test Items (including directions) by Qualified Staff
- MUST be administered individually in a separate setting.

Text Reader for Test Items (including directions) on the *MIST* application
- Student responses are submitted through the MIST application. Standard CAPT Mathematics responses are submitted through a test booklet.

Reader of Test Items (including directions) by Certified Staff ONLY
- ONLY for students unable to use the Text Reader function on the MIST application or whose disability precludes them from being assessed using the MIST application. MUST be administered individually in a separate setting.

CMT/CAPT Response Accommodations

Circle answers in test booklet (Multiple Choice Items Only)
- Students may remain in standard test setting. Student should avoid making marks in the bubble areas. Requires a certified staff member to bubble student responses in the test booklet.

Braille Response
- Student will Braille their responses. Requires a teacher certified in Braille to transcribe all responses into the student's corresponding regular, scannable test booklet.

Computer Response on the *MIST* application
- Previously called Word Processor/Online Computer Response. Standard CAPT Mathematics and supplemental testing will require printing word processor responses to be submitted through special handling.

Bubbler - Test booklet responses only
- School personnel may bubble student verbal or nonverbal (pointing, gesturing) responses during testing to **multiple-choice and grid-in items ONLY**. This accommodation cannot be used for students on the MIST application.

Voice Recognition Software /Speech-to-Text on *MIST application*
- Requires voice recognition program installed on the student's computer.

Sign Language Response to Multiple-choice or Grid in Test Items:
- Only for students responding in a test booklet.

Respond in Test Booklet for MAS
- The CMT/CAPT MAS tests are administered using the MIST application without a test booklet. If a student's disability precludes him/her from being assessed using the MIST application, the test will be administered using a test booklet.

Request a MAS Test Booklet for Reference ONLY
- The CMT/CAPT MAS tests are administered using the MIST application without a test booklet. A test booklet will be provided for this student. Student responses MUST be submitted using the MIST application.

CMT/CAPT Other Accommodations

Time Extension
- A benchmark for time extensions is one and a half times the standard testing time for a specific test session. Students who receive extended time must be tested **separately for the entire test session**. A test session **cannot** carry over to the next day.

Talking Calculator (only for students who are blind or visually impaired)
- Can be used **only** for mathematics test sessions that allow the use of a calculator.

Abacus (only for students who are blind or visually impaired)
- Can be used **only** for mathematics test sessions that allow the use of a calculator.

Adaptive Furniture/Adaptive Lighting/Amplification
- May require a separate setting.

Limited English Proficiency Accommodations

CMT/CAPT LEP Accommodations

Time extension
- A benchmark for time extensions is one and a half times the standard testing time for a specific test session. Students who receive extended time must be tested **separately for the entire test session**. A test session **cannot** carry over to the next day.

Text Reader for Test Items (including directions) on the *MIST* application
- Student responses are submitted through the MIST application. Standard CAPT Mathematics responses are submitted through a test booklet.

Reader of Test Items in English (including directions) by Certified Staff ONLY
- ONLY for students unable to use the text reader function on MIST. Test items may NOT be read in the student's native language. (See below for test directions read in native language.) MUST be administered individually in a separate setting.

Reader of Directions ONLY in Native Language (Certified Staff or Non Certified Staff)
- May be provided to more than one student at a time in a separate setting.

Word-to-Word Dictionary
- Customized subject specific glossary, commercial, electronic word-to-word dictionary. English translation, NO definitions.

ELL Exempt
- May be exempt if enrolled for the first time in U.S. School for fewer than 10 school months. See Assessment Guidelines.

5/2/2011

ELL Specific Accommodations

- Time extension
- Text Reader for Test Items (Including Directions) on MIST Application *Not available for Reading Tests*
- Reader for Test Items in **English** (Including Directions) by Certified Staff **ONLY** *Not available for Reading Tests*
- Native Language Reader Directions Only (Certified Staff or Non Certified Staff)
- Word to Word Dictionary

Measurement Incorporated Secure Testing (MIST)

1. Access to a computer with an internet connection.

2. MIST launcher installed.

3. Students who are pre-identified for this accommodation on the CAPT/CMT Accommodations Data Collection Web site will be listed on the MIST roster. New students may be added at the time of testing.

2012 CMT Test Accommodations Provided by the MIST Application

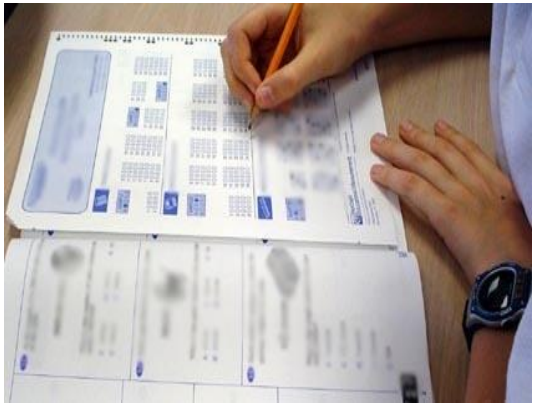
Subject	CMT			CMT MAS		
	Computer Response/Typed Response Only	Text Reader for Test Items (Including Directions)	*Requires submission on MIST*	Computer Response/Typed Response Only	Text Reader for Test Items (Including Directions)	*Requires submission on MIST*
Mathematics (MA)	Yes	Yes	Yes	Yes	Yes	Yes
Degree of Reading Power® (DRP®)	Yes		Yes	Yes		Yes
Reading Comprehension (RC)	Yes		Yes	Yes		Yes
Direct Assessment of Writing (DAW)	Yes		Yes			
Editing & Revising (ER)	Yes	Yes	Yes			
Science (SC)	Yes	Yes	Yes			
Supplemental	No	No	No			
Replacement	No	No	No			

2012 CAPT Test Accommodations Provided by the MIST Application

	CAPT			CAPT MAS		
Subject	**Computer Response/Typed Response Only**	**Text Reader for Test Items (Including Directions)**	***Requires submission on MIST***	**Computer Response/Typed Response Only**	**Text Reader for Test Items (Including Directions)**	***Requires submission on MIST***
Mathematics (MA)	No	Yes	No	Yes	Yes	Yes
Response to Literature (RL)	Yes		Yes	Yes		Yes
Reading for Information (RI)	Yes		Yes	Yes		Yes
Interdisciplinary Writing (IW)	Yes	Yes	Yes			
Editing & Revising (ER)	Yes	Yes	Yes			
Science (SC)	Yes	Yes	Yes			
Supplemental	No	No	No			
Replacement	No	No	No			

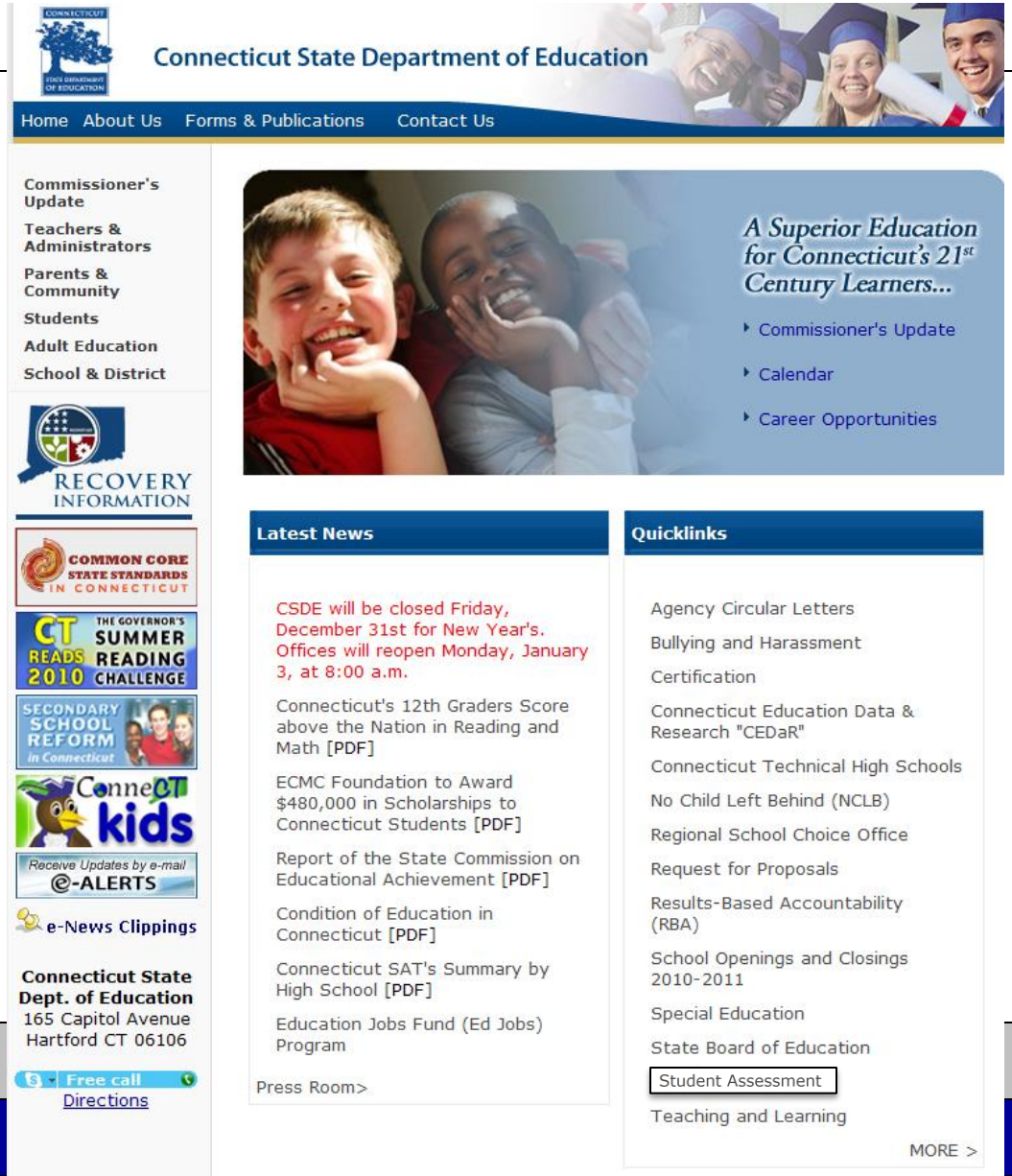
Step 4

Administer accommodations during instruction and assessment



Connecticut SDE

http://www.sde.ct.gov



Conn

CT.gov
STATE OF CONNECTICUT

Connecticut
State Department of Education

>> Assessment

>> No Child Left Behind

Connecticut Education Data and Research

Bureau of Student Assessment

Connecticut's statewide summative assessment system consists of the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT), the CMT/CAPT Skills Checklist and the CMT/CAPT Modified Assessment System (MAS). Together these assessments reflect curriculum and instruction that Connecticut educators and other stakeholders believe are important to promoting positive outcomes for all students. This system measures progress toward the educational goals established as mastery criteria and state standards for each content area tested.

Connecticut's two alternate assessments, the CMT/CAPT Skills Checklist and the CMT/CAPT MAS, are available for students with disabilities enrolled in Grades 3 through 8 and Grade 10. Only identified special education students meeting specific eligibility criteria may be assessed with these alternate assessments if determined by an Individualized Education Program (IEP) team.

Connecticut Summative Assessment System

- Connecticut Mastery Test (CMT)
- Connecticut Academic Performance Test (CAPT)
- CMT/CAPT Skills Checklist
- CMT/CAPT Modified Assessment System (MAS)
- CMT and CAPT Online Reports - A Web site designed to provide educators, parents and the general public with student performance results on the CMT and CAPT at the school, district and state levels.

School Profiles

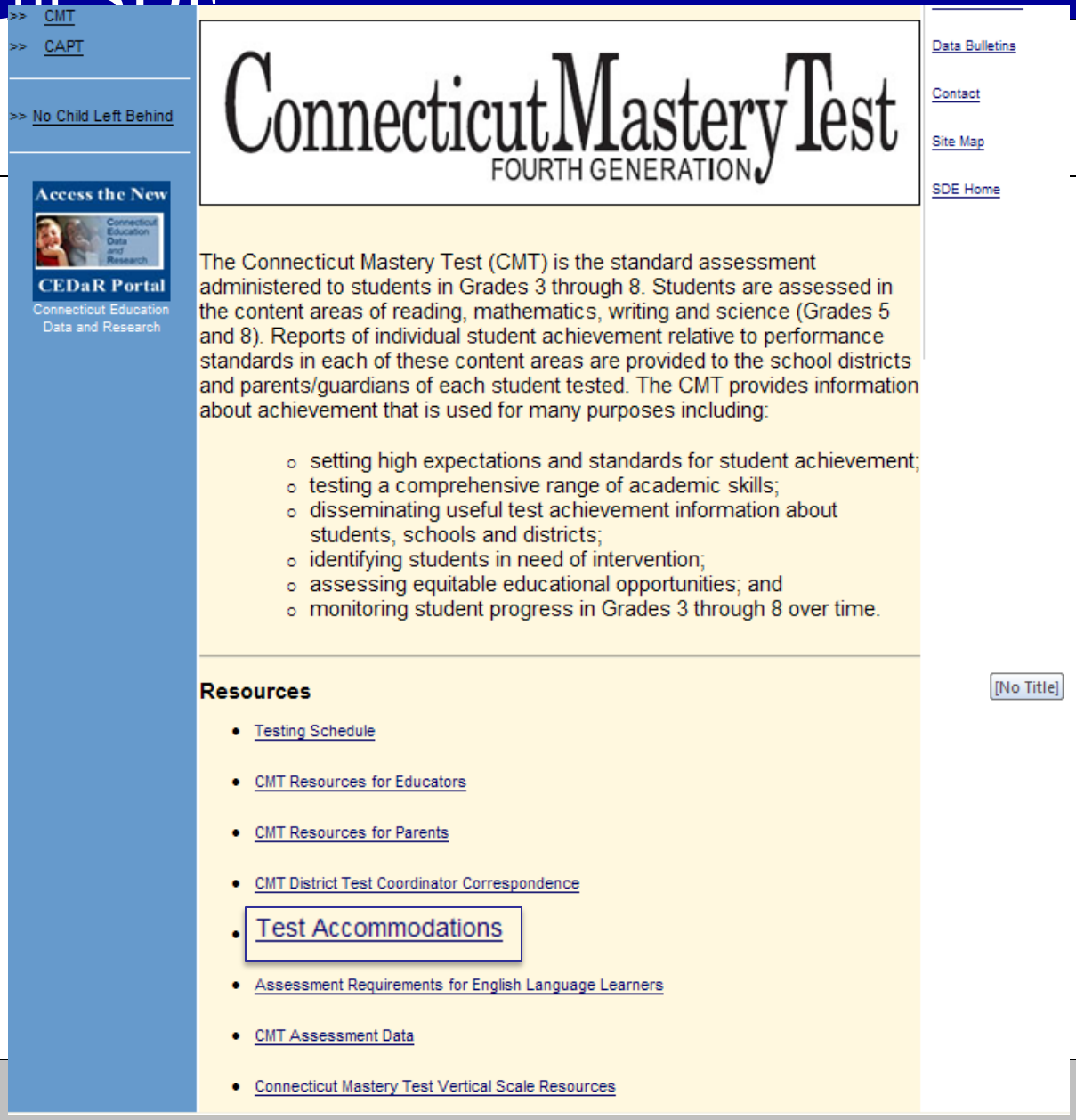
Data Bulletins

Contact

Site Map

SDE Home

Connecticut SDE



Connecticut SDE

CT.gov STATE OF CONNECTICUT

Connecticut
State Department of Education

>> Assessment
>> CMT
>> CAPT

>> No Child Left Behind

Access the New CEDaR Portal
Connecticut Education Data and Research

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Test Accommodations

- CAPT/CMT Accommodations Data Entry Web site
  (Secure login Required)
  - CMT Test Accommodations Form
  - CAPT Test Accommodations Form
- Batch File Submission Resources
  Refer to the user's guide on the CAPT/CMT Accommodations Data Collection Website for information regarding batch uploads and a sample file.

CMT/CAPT Test Accommodations Workshop

- 2010-2011 CMT/CAPT Test Accommodations Workshop PowerPoint
  - 2010-2011 CMT/CAPT Test Accommodations Workshop - Video Part 1
  - 2010-2011 CMT/CAPT Test Accommodations Workshop - Video Part 2

Assessment Guidelines

- Assessment Guidelines 2010-2011 Edition - This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations on the CMT, the CAPT and the Connecticut Alternate Assessments: the CMT/CAPT Skills Checklist or the CMT/CAPT MAS.

Learner Characteristic Inventory

- Learner Characteristic Inventory - This inventory will be used by the Connecticut State Department of Education in describing the population of students who are assessed with the CMT/CAPT Skills Checklist which is based on alternate achievement standards.

Word to Word Dictionary Resource for English Language Learners

Connecticut SDE

Connecticut State Department of Education

CAPT/CMT Accommodations Data Collection

Login

Username:

Password:

Go

VeriSign Trusted VERIFY

Browser Requirement:
- Internet Explorer® 6.0+
- Firefox® 2.0+
- Safari® 1.2+

Welcome to the Accommodations Data Collection Center for the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). This site provides easy-to-use interfaces for the district test coordinators to:

- Submit accommodation data by filling out an online form.
- Submit accommodation data by uploading a file.
- Review accommodation data in a roster report format.
- Obtain summary reports of accommodation data.
- Check for possible errors in data submissions.

Only authorized users may access this site.

For support, please call CSDE at **(860) 713-6890** or click here to access the Support/FAQ for this application.

Note:
*If your **username/password** does not work, please contact your district test coordinator.*
*If you are the district test coordinator and your **username/password** does not work, please contact CSDE at (860) 713-6860.*

Powered By eMetric

Considerations When Providing Accommodation

- Coordinating the Logistics
- Preparation Prior to Assessment
- Follow Though During and After Assessment
- Ensuring Standardization
- Ensuring Ethical Testing Practices
- Maintaining Test Security

Special Considerations

1. Students Who are Present but Do Not Take the Test
2. Reluctant Students
3. Students Who Become Agitated or Disruptive
4. Students Experiencing a Medical Emergency
5. Special Accommodations
6. Accommodation Provision Error

Students Who Are Present but Do Not Take the Test

- May be any student in the school
- Student reaches a point in which they refuse to be tested
- Test examiner indicates test session was “Left Blank” on the back cover of the test booklet/answer document
- Student should not be administered a make-up test

Reluctant Students

- May be any student in the school
- Begins test and then becomes impatient or frustrated, but does not disturb other students
- Student to remain in the test setting with testing materials until the end of the session.

Students Who Become Agitated or Disruptive

- Student becomes emotionally agitated and/or disruptive
- If student cannot continue, collect the test materials and remove student
- Determine if student answered any questions

Students Experiencing a Medical Emergency

- District test coordinators **must** call the Student Assessment Office at 860-713-6855 or 860-713-6837 regarding potential emergency medical exemptions.

Special Accommodations

- **In exceptional circumstances** a student whose disabilities are such that the allowable accommodations will be insufficient to provide access to the standard CMT/CAPT or the CMT/CAPT MAS
- The district test coordinator must contact the Student Assessment Office at 860-713-6855 or 860-713-6837 before the testing window begins for guidance

Accommodation Provision Error

- Student did not receive their IEP mandated accommodation or received an accommodation in error, the district test coordinator (DTC) **must** be informed immediately.
- The DTC **must** then call the student assessment office immediately

MIST

Practice Site

https://mist.measinc.com/Proctor/practice

2011-2012 CAPT/CMT ACCOMMODATIONS DATA COLLECTION DATES	
DATE	**TASK**
October 17, 2011 Monday	Begin Entering **Student Accommodations and Learner Characteristics Inventories** on CAPT/CMT Accommodations Data Collection Web site
November 30, 2011 Wednesday	Last Day to Confirm **Large Print and Braille** Rosters for Printing available on MI Web Portal
December 2, 2011 Friday	Final collection of **CAPT/CMT MAS** from CAPT /CMT Accommodations data Collection Web site for printing of test booklets form shipping (test booklets for response and for reference)
January 9, 2012 Monday	First Collection for **MIST Rosters** from CAPT/CMT Accommodations Data Collection Web site
January 16, 2012 Monday	First **MIST Rosters Available** on MIST Proctor Site
February 13, 2012 Monday	Final Collection for **MIST Rosters** from CAPT/CMT Accommodations Data Collection Web site
February 17, 2012 Friday	Last day to identify **Skills Checklist students** on CAPT/CMT Accommodations Data Collection Web site
February 20, 2012 Monday	Final **MIST Rosters Available** on MIST Proctor Site

CONTACT INFORMATION

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